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Management and Impact of SISPALA Extracurricular Activities for Kindergarten Students

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Abstract

This research aims to analyze the planning, implementation, and evaluation of SISPALA extracurricular activities at Kindergarten Aulia. This research was carried out using qualitative descriptive methods at the Aulia Medan Tembung Kindergarten from June to December 2024. The research subjects were the Head of the Madrasah/SISPALA Supervisor, the Deputy Head of the Madrasah for Student Affairs, teachers, parents, and students. Data collection was carried out through triangulation of sources and methods to increase research credibility. This research highlights the effectiveness of SISPALA activities in increasing students' environmental awareness and practical skills from an early age, as well as integrating extracurricular activities with the academic curriculum. The research results show that SISPALA planning is designed to support academic learning and increase environmental awareness. Implementation includes regular meetings, waste bank management, and reforestation projects. Evaluations are carried out regularly to ensure program effectiveness, improve the quality of activities, and support student character development. The implications of this research can be a reference for educational institutions in developing effective environment-based extracurriculars and for academics and practitioners in designing similar activities to improve student's learning experiences.

Keywords: *Extracurricular Management; Nature Loving Students (SISPALA); Kindergarten.*

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Introduction

Nature Lovers Students (SISPALA) is also a means for students to learn about social and humanitarian values, including in the kindergarten environment. Through activities that involve the community, such as environmental campaigns and social activities, students are taught to care for others and the surrounding environment. This is in line with the opinion of (Susanti, 2024) who stated that character education must involve direct experience that is relevant to daily life. Thus, SISPALA not only focuses on nature lovers, but also on holistic character development. Students' involvement in social activities can help them understand the realities of community life and develop empathy for others.

By looking at the various benefits provided by SISPALA, it can be concluded that this extracurricular activity has a very strategic role in the development of students' character at Aulia School Kindergarten (Baba *et al.*, 2023; Cerlin *et al.*, 2024; Lestari, 2016; Taufik, 2015). Therefore, it is important to continue to support and develop this activity so that it can have a greater impact on students and the surrounding environment. Support from schools, parents, and the community is needed to ensure the sustainability and success of SISPALA activities.

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Aulia School Kindergarten is one of the educational institutions that has a vision to produce a generation that is not only academically intelligent, but also has a strong character and cares about the environment. In this context, SISPALA has become one of the most relevant extracurricular activities. As an educational institution that integrates religious values with general education, this madrasah has the potential to facilitate the development of student character through environment-based activities. SISPALA's activities are in line with the madrasah's goal to produce a generation that is not only smart, but also noble.

In the Kindergarten environment, students are taught to appreciate nature as God's creation (Aryati, 2020; Duriani & Kadir, 2024; Dzakkiyah, 2023). The activities carried out by SISPALA are in line with the values taught in religious education, namely protecting and preserving the environment. According to (Santoso, 2019), the integration between religious education and environmental education can produce students who are not only intelligent, but also have high social awareness. This is one of the advantages of Aulia School Kindergarten in carrying out character education. Thus, SISPALA not only serves as an extracurricular activity, but also as part of an effort to form a balanced character between academic and moral aspects.

Medan's geographical context, which is rich in natural resources, is also an important factor in the development of SISPALA activities. With various natural potentials that can be used as learning objects, students can learn directly about the importance of preserving the environment. Data from the Journal of Environmental Education shows that students' understanding of environmental issues increases along with their involvement in nature-loving activities (Dinas Lingkungan Hidup Kota Medan, 2021). This shows that local contexts can be utilized to increase students' environmental awareness. Through activities involving nature exploration, students can gain a deeper understanding of ecosystems and the importance of maintaining natural balance.

However, in implementing SISPALA activities, there are challenges that need to be faced. One of them is the lack of support from the school and community. Strong support from school management is very necessary to ensure the continuity of extracurricular activities. Without adequate support, SISPALA activities may not be able to run optimally (Efendi & Sholeh, 2023; Hasan, 2024; Rahayuningsih & Nurfuadi, 2024). Therefore, it is important to build cooperation between schools, students, and the community to create an environment that supports SISPALA activities. This cooperation can include the provision of resources, facilities, and moral support to ensure the success of the activity.

Thus, the context of Aulia School Kindergarten provides opportunities and challenges in the development of SISPALA extracurricular activities. Strong support from all parties will greatly determine the success of this activity in achieving the broader educational goal, which is to create a generation that is intelligent, characterful, and caring for the environment. In order to achieve these goals, it is important for 8 to continue to evaluate and improve the management of SIS Pala activities, so that this activity can have a greater impact on students and the community. With a comprehensive approach, it is hoped that SISPALA can serve as a model for other extracurricular activities in madrasas and other schools.

Extracurricular management is a process of planning, organizing, directing, and controlling extracurricular activities so that they can run effectively and achieve the expected goals (Alivia & Sudadi, 2023; Hambali, 2021; Nuryanto, 2017). By developing Sispala extracurriculars in a planned and systematic manner, it is hoped that it can increase students' love for nature and the environment, as well as develop positive skills and character in contributing to improving the quality of education in madrasas. Sispala extracurricular has many benefits in increasing students' interests and talents. Sispala can help students to cultivate a love of nature, develop outdoor skills, build positive character, discover their interests and talents, and expand their network of friends.

Based on the results of initial observations at Aulia School Kindergarten, SISPALA activities include various activities such as hiking, tree planting, and survival skills training.

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However, the management of these activities needs to be further researched to ensure that the goals and benefits of these activities can be achieved optimally. This study aims to explore the management of SISPALA activities and their impact on students. This is important considering the challenges faced by today's young generation, such as a lack of awareness of the importance of the environment and a decline in interest in outdoor activities.

Sispala's extracurricular activities have many benefits for students. In addition to being fun, Sispala activities can also help shape character, develop skills, and increase love for nature. On the basis of these rights, extracurricular activities need to be managed properly. Effective management is an important element in supporting the smoothness, success, and sustainability of Sispala's extracurricular activities. With good management, Sispala extracurricular activities can provide maximum benefits for students who join Sispala extracurricular organizations.

Extracurricular activities at Aulia School Medan Kindergarten have many benefits for its students. Therefore, it is important for schools to provide a variety of extracurricular activities that are interesting and beneficial for their students. Planning, implementation, and evaluation are three important stages in the implementation of SISPALA extracurricular activities. These three stages are interrelated and inseparable from each other. By carrying out good planning, implementation, and evaluation, SISPALA activities can run effectively and efficiently, and provide maximum benefits for its participants.

Methodology

This research uses a qualitative descriptive approach to describe in depth the management of extracurricular activities for Nature Lovers Students (SISPALA) at Aulia School Kindergarten (Albi & Johan, 2018; Hasibuan *et al*., 2022). According to (Moleong, 2018), qualitative research aims to understand phenomena that occur in specific social and cultural contexts, which in this case is relevant for describing the dynamics of SISPALA activities. The location of this research is the Aulia School Kindergarten, which is located at Jalan Bandar Selamat, Gg. Abadi Dalam No.2, Medan Tembung District, Medan City, North Sumatra Province. The research period is planned to take place from June to December 2024.

Research subjects were selected based on their direct involvement in the management and implementation of SISPALA activities, namely the Head of the Madrasah/SISPALA Guardian, Deputy Head of the Madrasah for Student Affairs, teachers, parents, and students. The criteria for selecting informants took into account their level of involvement, experience, and knowledge regarding SISPALA extracurricular activities. Data collection was carried out through several techniques, namely: (1) participant observation, (2) in-depth interviews, and (3) documentation. The data analysis technique uses the interactive model of Miles and Huberman 1994, which includes data reduction, data presentation, and conclusion. The data collected was coded based on emerging themes and then interpreted with reference to relevant theories (Kusumastuti & Khoiron, 2019).

To increase the validity of the findings, this research uses data source triangulation and method triangulation (Sinaga *et al*., 2021). In accordance with (Faisal, 1990) proposal, the credibility of qualitative research can be increased with at least two types of triangulation, namely method triangulation and data source triangulation. In this case, triangulation is carried out by comparing the results of interviews, observations, and documentation to ensure the suitability of the data with reality in the field. However, this research also faces several challenges, such as time limitations in data collection and the possibility of subjectivity in data interpretation. To overcome this, the researcher validated the data by consulting the findings with the research subjects before they were considered final.

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Results and Discussion

Planning of Extracurricular Activities for Nature Lovers Students (SISPALA) at Aulia School Kindergarten

Planning extracurricular activities in an educational institution plays a very important role to ensure that each program implemented is not only beneficial for student development, (Eccles et al., 2003; Feldman & Matjasko, 2005; J. Waller, 2012; Marsh & Kleitman, 2002) but also can achieve the goals that have been set (Judrah et al., 2024; Murali et al., 2024; Shamaeva & Mayasova, 2022). At Aulia School Kindergarten, the Nature Lovers Student (SISPALA) activity is designed as a forum to form the character of students who care about the environment. SISPALA is not just a student organization, but a movement that aims to instill the values of love for the environment and high ecological awareness.

In conclusion, the planning of SISPALA extracurricular activities at Aulia School Kindergarten is a strategic step that not only focuses on developing students' character, but also on environmental conservation. By involving various parties and designing an integrated program, SISPALA can provide a valuable learning experience for students. Through well-planned activities, it is hoped that students can become agents of change who care about the environment, and are able to overcome existing challenges. Thus, SISPALA not only contributes to the individual development of students, but also to the sustainability of the environment around them.

Information from various informants has produced consistent data. Answers from the Head of Madrasah, Deputy Head of Madrasah for student affairs, teachers, committee chairs, SISPALA alumni, and students showed alignment in the vision, challenges, and management strategies of SISPALA activities. In the observations made, the Head of Madrasah showed a proactive attitude and high commitment in preparing activity plans. His direct involvement in every stage of planning reflects his deep concern for the success of educational programs in madrasas. Coordination meetings with the SISPALA (Natural Education and Learning System) coaching team are held regularly, not only as a formality, but as a constructive discussion forum to ensure that each program designed is in line with the vision and mission of the madrasah. This is important, because the vision of the madrasah is not just a slogan, but a guide that directs all educational activities.

The existing documentation shows that there is a carefully prepared activity guide based on the needs of students and the results of evaluations from previous programs. This guide not only serves as a reference, but also as a tool to measure the effectiveness of the programs that have been implemented. For example, if in a previous evaluation it was found that students were not enthusiastic about a certain activity, then the coaching team will look for a solution by digging deeper into what caused it. Is the theme of the activity less relevant, or perhaps the teaching method used is not interesting to the students? With this approach, every planned activity is expected to be more responsive to the needs of students.

The integration strategies implemented in the SISPALA program are very diverse and cover several important aspects. First, the adjustment of the theme of SISPALA activities with Islamic educational values. In this case, the theme of the activity not only focuses on the environmental aspect, but also integrates the moral and spiritual values taught in Islam. For example, when holding tree planting activities, students are not only taught about the importance of protecting the environment, but also taught about their responsibilities as caliphs on earth. This gives an additional dimension to the activity, so students not only learn academically but also spiritually.

Implementation of Extracurricular Activities for Nature Lovers Students (SISPALA) at Aulia School Kindergarten

SISPALA activities are not just routine events, but a structured and sustainable program (Mambo Tampi et al., 2018). In its implementation, SISPALA involves various important elements in the madrasah environment. The head of the madrasah acts as a director,

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providing full support for this program. The appointed coach has the task of guiding students in every activity, from preparation to implementation. Students, as participants, are not only learning objects, but also subjects who actively contribute to each stage of the activity. This creates a positive dynamic within the madrasah, where each individual feels responsible for the sustainability of the program.

One of the main focuses of SISPALA's activities is tree planting. This activity is not just about planting, but also involves understanding the importance of trees to the ecosystem. For example, students are taught about the types of trees that are suitable for planting in their area, the benefits of trees in absorbing carbon dioxide, as well as their impact on air quality. In one planting activity, students can plant hundreds of trees in a predetermined area, and each tree planted becomes a symbol of their commitment to environmental conservation. This activity is also followed by the supervision and care of the planted trees, so that students learn to be responsible for what they have done.

Nature expeditions are also an integral part of SISPALA's activities. In this expedition, students are invited to explore nature, such as climbing mountains, exploring forests, or visiting national parks. This activity provides students with hands-on experience about the natural beauty and biodiversity that exists around them. In addition, this expedition also serves as a means to strengthen the sense of togetherness and cooperation between students. They learn to support each other and collaborate in facing challenges on the ground. This experience is invaluable, because in addition to adding insights, students can also build strong social bonds with their peers.

In this context, an in-depth analysis of the implementation of SISPALA activities shows that the success of this program is highly dependent on the collaboration of various parties. Support from madrasah heads, coaches, students, and parents is a key factor that affects the effectiveness of the program. In addition, the importance of periodic evaluations cannot be ignored. By conducting an evaluation, the madrasah can identify the strengths and weaknesses of the program implementation, as well as find solutions for future improvements.

By reviewing the implementation of this program, it is hoped that best practices can be identified that can be used as guidelines as well as development opportunities for sustainability and increasing the effectiveness of extracurricular activities in the future. The SISPALA program at Aulia School Kindergarten not only provides benefits to students, but also contributes to the preservation of the wider environment. In the midst of global challenges related to climate change and environmental damage, activities such as SISPALA have become very relevant and important.

Thus, it can be concluded that the success of the SISPALA program is highly dependent on the role of the Head of Madrasah in managing and supervising its implementation. Effective leadership and good collaboration between the Head of the Madrasah, the coaching team, and students are key to creating a learning environment that supports the development of students' character and skills. Through this joint effort, it is hoped that the SISPALA program will not only become an additional activity, but an integral part of holistic and sustainable education.

Evaluation of Extracurricular Activities for Nature Lovers Students (SISPALA) at Aulia School Kindergarten

The results of the study show that the evaluation of SISPALA extracurricular activities at Aulia School Kindergarten is carried out systematically and continuously. Based on the results of interviews with the Head of Madrasah, the evaluation involves various key indicators that are very important to provide a comprehensive picture of the effectiveness of this activity. These indicators include the level of student activity, the achievement of activity goals, and the impact of activities on student character formation. The level of student activity, for example, can be seen from the number of students involved in each activity, the frequency

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of their attendance, and the enthusiasm shown during the 178 activities. This is an important indicator because the student's activeness greatly affects the final results to be achieved.

This evaluation is carried out through regular meetings involving coaches, teachers, and Deputy Heads of Madrasah for Student Affairs. In this meeting, each party had the opportunity to provide their input and opinions regarding the activities that have been carried out. For example, coaches can convey their observations about the dynamics of student groups, while teachers can provide perspectives on how the activity relates to the broader curriculum. In addition, the written report from the SISPALA supervisor is one of the important instruments in assessing the effectiveness of the program. This report not only records the activities that have been carried out, but also includes an analysis of what has worked and what needs to be improved.

The observation results support this finding by noting that the evaluation process is not only administrative, but also includes an in-depth analysis of the effectiveness of learning methods in the outdoors. Each activity is evaluated based on student participation and program sustainability. For example, in the camping activities held, the coach will analyze how students interact with each other, whether they are able to work together in a team, and how they overcome the challenges they face. SISPALA supervisors play an active role in compiling evaluation reports that are discussed in regular meetings with the madrasah. With this report, it is hoped that each party can see a clear picture of the development of the program.

Documentation shows the existence of periodic evaluation reports that record the progress of activities, challenges faced, and recommendations for program improvement. In the report, every challenge faced, such as unfavorable weather during outdoor activities, is recorded in detail. The recommendations 179 generated from these discussions include concrete steps that can be taken to address these challenges in the future, for example by planning indoor activities as an alternative. In addition, the documentation records the results of an evaluation discussion that discusses strategies to increase the effectiveness of activities as well as steps to ensure the sustainability of the program in the future. This discussion is very important, as it can identify the strengths and weaknesses of the program, as well as provide a clear direction for further development.

Overall, these findings confirm that the evaluation system applied in SISPALA activities is comprehensive and data-based. With clear indicators and the involvement of various parties, this evaluation not only serves as a monitoring tool, but also as a guideline in program development to be more effective and beneficial for students. A systematic and structured evaluation process like this is essential to ensure that extracurricular activities are not just complementary, but actually contribute positively to the development of students' character and skills. Thus, SISPALA activities at Aulia School Kindergarten can continue to develop and adapt to the needs of students and existing challenges.

In closing, the evaluation of SISPALA's extracurricular activities shows that these activities have a significant impact on the development of students' character and skills. With a structured and participatory approach, this evaluation not only provides a comprehensive picture of the activities that have been implemented, but also serves as a basis for future improvements. The positive impact felt by students, both in terms of character, cooperation skills, and environmental awareness, shows that this activity is very relevant and needs to be continued. Therefore, it is important for the madrasah to continue to support and develop these extracurricular activities in order to provide greater benefits for students and the surrounding environment. Through joint efforts, we can create a generation that is not only academically intelligent, but also caring and responsible for the environment and society.

Conclusion

Based on the research results, the integration strategy in the SISPALA program at the Aulia School Kindergarten includes various important aspects. At the planning stage, the

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theme of SISPALA activities is not only focused on environmental aspects but is also integrated with the values of Islamic education. For example, in tree planting activities, students are not only taught the importance of protecting the environment but are also introduced to the concept of responsibility as caliphs on earth. This integration provides an additional dimension for students so that they not only gain academic understanding but also strengthen their moral and spiritual character. The success of the SISPALA program is highly dependent on the active role of the Madrasah Head in managing and supervising its implementation. Effective leadership and collaboration between the Madrasah Principal, training team, teachers, and students are the main factors in creating a learning environment that supports the development of student character and skills. Therefore, schools need to increase parental involvement in these activities and provide more resources to support program implementation, such as supporting facilities and training for student assistants. At the evaluation stage, it was found that SISPALA activities had a significant positive impact on the development of student's character and skills. This program succeeded in improving students' ability to work together, adapt to the environment, and raise awareness and concern for environmental issues. The participatory evaluation also showed that this approach could be the basis for developing similar programs in the future. As a recommendation, further research can be carried out to measure the long-term impact of SISPALA activities on student character development through quantitative or longitudinal studies. In addition, the exploration of more effective methods for integrating extracurricular activities with the school curriculum can provide additional insight for education managers. Thus, programs such as SISPALA can continue to be developed as an integral part of holistic and sustainable education.

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